

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth

| | | |
|-------------------------------|--|--|
| Program authority: | McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act | FOR TEA USE ONLY <small>Write NOGA ID here</small> |
| Grant Period: | September 1, 2018, to August 31, 2019 | |
| Application deadline: | 5:00 p.m. Central Time, April 3, 2018 | |
| Submittal information: | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | |
| Contact information: | Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414 | |

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 GRANTS ADMINISTRATION

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--|------------------------|-------------|---------------------------------------|
| Organization name | County-District # | Amendment # | |
| Fort Worth Independent School District | 220905 | N/A | |
| Vendor ID # | ESC Region # | DUNS # | |
| 1-755001613-5 | XI | 073177776 | |
| Mailing address | | City | State ZIP Code |
| 100 North University Drive Ste. SW204 | | Fort Worth | TX 76107 |
| Primary Contact | | | |
| First name | M.I. | Last name | Title |
| June | W. | Davis | Director |
| Telephone # | Email address | | FAX # |
| 817-814-2875 | June.davis@fwisd.org | | N/A |
| Secondary Contact | | | |
| First name | M.I. | Last name | Title |
| Eva | S. | Williams | Senior Project Development Specialist |
| Telephone # | Email address | | FAX # |
| 817-814-2292 | eva.williams@fwisd.org | | 817-814-2285 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | |
|--------------------------------|---|----------------------------------|
| First name Elsie | M.I. I. | Last name Schiro |
| Telephone # 817-814-2281 | Email address Eva.williams@fwisd.org | Title Chief Financial Officer |
| Signature (blue ink preferred) | | FAX # 817-814-2285 |

Date signed

Elsie Schiro 4/2/18

Only the legally responsible party may sign this application

701-18-109-054

Schedule #1—General Information

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|----------------|--|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth. |
| 4. | The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation. |
| 5. | The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held. |
| 6. | The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act. |
| 7. | The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education. |
| 8. | The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported. |
| 9. | The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received. |
| 10. | The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth. |
| 11. | The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth. |
| 12. | The applicant provides assurance that services provided by grant funds will not replace regular academic programs. |
| 13. | The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner. |
| 14. | The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families. |
| 15. | The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student. |
| 16. | The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received. |
| 17. | The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs. |

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By TEA staff person:

- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| Fiscal Agent | | | | |
| 1. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Member Districts | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| Member Districts | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Grand total: | | | | |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| # | Schedule # | Class/ Object Code | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| | | | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | <u>Indirect cost</u> (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

O.P.E.N. Doors (Opportunities and Programs for Educational Needs), a program to assist homeless students and families, is specifically designed to help children overcome obstacles to their education and future success. The mission of **O.P.E.N. Doors** is to ensure a successful educational experience for students in homeless situations in the Fort Worth Independent School District (FWISD) by collaborating with parents, school personnel, and community agencies to remove barriers, provide academic opportunities, and promote a healthy sense of self.

FWISD is the largest school district in Tarrant County serving nearly 86,869 students at 19 high schools, 24 middle schools and 6th grade centers, 17 special campuses, and 83 elementary schools. The student population consists of 62.5% Hispanic, 22.9% African- American, 11.2% White, and 1.9% Asian/Pacific Islander or Native American and 1.6% other. 75.2% of the student population is economically disadvantaged and 31% are considered Limited English Proficient. Nearly 63% of the population is designated "at-risk" for dropping out of school according to 2016-2017 Texas Academic Performance Report (TAPR).

The FWISD, in partnership with area shelters and agencies, has done an excellent job of serving homeless students living in shelters as demonstrated by outcomes reported in previous Texas Support for Homeless Education Program (TEXSHEP) grant programs and district program evaluation reports. With a renewed commitment and additional resources to serve highly mobile students and families in the Fort Worth community, it is the goal of this project to target students who are the hardest to identify and serve including students who are living with other families, unsheltered, and residing in hotels and motels. From the needs assessment conducted by the Texas Education for Homeless Children and Youth (TEHCY) grant development team, including district staff and community agencies, it is apparent that the number of homeless students identified in need of services is undercounted. FWISD has not been successful identifying *all* FWISD homeless students with our current approach. FWISD is committed to creating a system of serving highly mobile students and families with a conscious decision to locate and serve these students while improving and constantly evaluating how the current system actually works to meet their needs.

In 2018-2019, FWISD estimates that there could be **more than 3,000 homeless students** attending FWISD schools. These numbers will rise as we work to increase awareness of available resources for homeless students and parents and improve systems to identify homeless students. An expected outcome of the program is to identify and provide services to *all* eligible homeless students in the FWISD boundaries by the end of the grant period.

District staff participates in the annual Point In Time Count (PIT) and discussions held with the Tarrant County Homeless Coalition (TCHC) to consider adding the McKinney-Vento count of identified students to the local statistics. The program director initiated the discussion before recently rolling off of the TCHC Board of Directors.



The continuation of program expansion is evident as new collaborating partners are added. The program has included collaborators that can provide needed assistance that is not possible with grant funds. The expansion also includes adding additional staff to our three-person operation. The program has functioned for many years with a director, specialist, and secretary. We are looking to add additional part-time staff to assist as we expand services to homeless and unaccompanied students and families.

O.P.E.N. DOORS
*Making a Difference in the Lives of Fort Worth
ISD Homeless Children and Their Families*

SERVICES PROVIDED

- Assistance with school enrollment
- School supplies and clothing
- Emergency prescriptions
- Glasses
- Transportation
- Tutoring
- Family counseling and parenting help
- Referrals to community agencies
- Free school meal program

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Fort Worth ISD O.P.E.N. Doors program assists homeless students and families to overcome obstacles associated with being homeless to ensure the educational needs are met so that students are successful. Available services include, but are not limited to, school supplies, clothing, transportation (to school of origin), tutoring, family counseling, and parenting assistance. FWISD, along with area shelters and agencies has done a good job identifying and serving homeless children and youth. It is our goal to increase our focus to target highly mobile students who are hardest to identify and serve – those living with other families, unsheltered and in hotels/motels. At the community level, we know the number of homeless students and families identified for service is understated. Due to the difference between the United States Department of Housing and Urban Development (HUD) definition of homeless and the McKinney-Vento definition, FWISD has not been successful in identifying all homeless students in FWISD boundaries. Homelessness is a complex and difficult task to find solutions for, but FWISD is committed to expanding our system to identify and serve students and families serving highly mobile students while continuing to manage and improve the current system of meeting needs of homeless (at-risk) student's needs.



Fort Worth Independent School District (FWISD) proposes to identify and remove barriers for children and youth experiencing homelessness. Our program will ensure that students have equitable access to all available supports and resources to ensure they have the same opportunity to meet the same challenging state academic standards established for all students.

O.P.E.N. Doors will directly address FWISD's **needs** relating to homeless students and families, including:

- The gap between total number of estimated homeless students in need of services and the number of homeless students identified and served
- An attendance rate gap between homeless students and the overall district rate
- A dedicated advocate at the campus level to meet the needs specifically of homeless students; currently needs are met by individuals in different positions with varying levels of awareness of homeless issues and training
- Existing student information system housed in separate databases that do not interface or track students from campus to campus within the district
- Using the district database to identify and alert staff of the status of the student. With training, the information will be available on a "need to know" basis, and staff can contact us with questions or needs requests.
- Improve homeless student graduation rates and increase homeless students attending college than district average.
- Efforts to meet face-to-face with students to provide information about post-secondary possibilities.
- Improve parental engagement rates from parents of homeless students as compared to the district average.

O.P.E.N. Doors will meet these needs by:

- Identifying and training campus staff at each of the 143 FWISD campuses
- Serving highly mobile, sheltered and non-sheltered homeless students in need of assistance with school enrollment, school supplies and clothes, transportation, medical and dental services emergency prescriptions, glasses, after-school tutoring, push-in tutoring, family counseling and referrals to community agencies
- Hiring a Coordinator of Homeless Data part-time staff to review and validate data on homeless students and to connect them with outreach services across the district
- Facilitating ongoing professional development activities for school staff and district personnel including, secretaries, clerks, parent liaisons, counselors, support staff, registrar, teachers, and administrators.
- Collaborate with Parent Educators to provide parent education classes at shelters and campuses and engage parents directly in enrichment activities at the schools.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|--|--------------------------|------------------|------------|------------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$110,506 | \$- | \$110,506 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$8,500 | \$- | \$8,500 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$14,384 | \$- | \$14,384 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$10,000 | \$- | \$10,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0.00 | \$- | \$0.00 |
| Total direct costs: | | | \$143,390 | \$- | \$143,390 |
| 5.455% <u>indirect costs</u> (see note): | | | \$7,810 | \$- | \$7,810 |
| Grand total of budgeted costs (add all entries in each column): | | | \$151,200 | \$- | \$151,200 |

Shared Services Arrangement

| | | | | |
|------|---|-----|-----|-----|
| 6493 | Payments to member districts of shared services arrangements | \$- | \$- | \$- |
|------|---|-----|-----|-----|

Administrative Cost Calculation

| | |
|--|-----------|
| Enter the total grant amount requested: | \$151,200 |
| Percentage limit on administrative costs established for the program (8%): | × .08 |
| Multiply and round down to the nearest whole dollar. Enter the result. | |
| This is the maximum amount allowable for administrative costs, including indirect costs: | \$12,096 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|--|--|---|-----------------------|
| Academic/Instructional | | | | |
| 1 | Teacher | | | \$- |
| 2 | Educational aide | | | \$- |
| 3 | Tutor | | 15 | \$19,702 |
| Program Management and Administration | | | | |
| 4 | Project director | | | \$- |
| 5 | Project coordinator | | | \$- |
| 6 | Teacher facilitator | | | \$- |
| 7 | Teacher supervisor | | | \$- |
| 8 | Secretary/administrative assistant | | 1 | \$26,400 |
| 9 | Data entry clerk | | 2 | \$35,000 |
| 10 | Grant accountant/bookkeeper | | | \$- |
| 11 | Evaluator/evaluation specialist | | | \$ |
| Auxiliary | | | | |
| 12 | Counselor | | | \$- |
| 13 | Social worker | | | \$- |
| 14 | Community liaison/parent coordinator | | | \$- |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 15 | ESC specialist/consultant | | | \$- |
| 16 | ESC coordinator/manager/supervisor | | | \$- |
| 17 | ESC support staff | | | \$- |
| 18 | ESC other | | | \$- |
| 19 | ESC other | | | \$- |
| 20 | ESC other | | | \$- |
| Other Employee Positions | | | | |
| 21 | Title | | | \$- |
| 22 | Title | | | \$- |
| 23 | Title | | | \$- |
| 24 | Subtotal employee costs: | | | \$81,102 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 25 | 6112 | Substitute pay | | \$- |
| 26 | 6119 | Professional staff extra-duty pay | | \$14,702 |
| 27 | 6121 | Support staff extra-duty pay | | \$- |
| 28 | 6140 | Employee benefits | | \$14,702 |
| 29 | 61XX | Tuition remission (IHEs only) | | \$- |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$29,404 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$110,506 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #8—Professional and Contracted Services (6200) | | |
|--|---|------------------------------------|
| County-district number or vendor ID: 220905 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$- |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$- |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | | \$ |
| 2 | | \$- |
| 3 | | \$- |
| 4 | | \$- |
| 5 | | \$- |
| 6 | | \$- |
| 7 | | \$- |
| 8 | | \$- |
| 9 | | \$- |
| 10 | | \$- |
| 11 | | \$- |
| 12 | | \$- |
| 13 | | \$- |
| 14 | | \$- |
| b. Subtotal of professional and contracted services: | | \$- |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$8,500 |
| (Sum of lines a, b, and c) Grand total | | \$8,500 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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|---|----------------------|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| <u>Schedule #9—Supplies and Materials (6300)</u> | | |
|---|---|---|
| County-District Number or Vendor ID: 220905 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$14,384 |
| Grand total: | | \$14,384 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| <u>Schedule #10—Other Operating Costs (6400)</u> | | |
|---|--|---|
| County-District Number or Vendor ID: 220905 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$5,000 |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$5,000 |
| Subtotal other operating costs requiring specific approval: | | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$ |
| Grand total: | | \$10,000 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|-------------------------|----------|-----------|-----------------------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|---|----------------|--------------------|---------|
| Economically disadvantaged | 67,509 | 76.17% | |
| Identified homeless students | 2016 | 2.36% | |
| Students identified homeless with a 5A Crisis Code | 183 | 0.21% | |
| Students identified homeless with a 5B Crisis Code | NA | % | |
| Students identified homeless with a 5C Crisis Code | NA | % | |
| Attendance rate for identified homeless students | NA | % | |
| Attendance rate for economically disadvantaged students | NA | % | |

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|-------|
| 120 | 190 | 205 | 190 | 175 | 210 | 195 | 170 | 165 | 165 | 210 | 165 | 85 | 85 | 2,330 |

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Changes on this page have been confirmed with:

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD currently faces many of the challenges common among large, urban school districts, including increasing learner diversity, large populations of LEP and economically disadvantaged students, and increasing demands for accountability and achievement at all levels. For the 2017-2018 school year, 36 Fort Worth Independent School District (FWISD) schools were identified as in need of improvement, corrective action, or restructuring under ESSA, including 6 high schools, 13 middle schools, and 17 elementary schools. Additionally, under Federal School Improvement Grant (SIG) guidelines, FWISD currently has 23 schools classified as being in the 5% most persistently low-performing schools in the state of Texas.

The FWISD Special Programs department staff in collaboration with school registrar, campus clerks, school counselors, stay-in-school coordinators, parent liaisons, interventionist, school administrators, and teachers as well as community service agencies must all work together to identify children and youth in homeless situations and provide for outreach efforts to locate homeless students within the FWISD. Currently, families and students must complete a Student Residency Questionnaire (SRQ) as part of the normal enrollment process. This form determines eligibility to receive services and will immediately connect the school, student, and parents to additional support provided by the Special Programs department. The school counselor at each campus will work to identify students especially hard to reach students who may be considered in the unsheltered homeless category (doubled up, "couch surfing" or highly mobile). The Residency Questionnaire form is then submitted to the Special Programs department for tracking purposes, processing and follow-up services. This same office provides a toll free hotline that administrators, teachers, students, parents, and community members may contact for questions about services for students in transition. The FWISD district web site provides a dedicated page to the O.P.E.N. Doors project and services.

FWISD uses FOCUS software, a centralized student database, which serves multiple departments and all FWISD schools. The FOCUS database offers advanced interfaces and flexible reporting capabilities that flows automatically through FWISD departments. This naturally results in greater accountability and efficiency. This creates a powerful tool for tracking student progress and doing so efficiently, allowing everyone access to the same information. A Homeless Coordinator is currently in place to review data for consistency, analyze and interpret data, and generate reports for the purpose of planning and conducting research. Ongoing professional development for all staff will be conducted to increase awareness and understanding of issues related to homelessness and to increase the number of homeless students; targeting the needs of sheltered and non-sheltered homeless students. Parent education classes at shelters and schools will be provided with TEHCY funds.

FWISD district staff attends meetings with community service agencies to collaborate on issues such as the identification of homeless families and youth, the school enrollment process, transportation, and other available student services. The Homeless Director is engaged with the local homeless task force and homeless coalition in addressing the needs of FWISD homeless students. Project staff contacts managers of low-cost motels and community organizations to inform them of the school enrollment assistance and other school services that are available to children, youth and families experiencing homelessness. Project and school staff are familiar with low-income neighborhoods where young people might congregate such as public laundry facilities, migrant housing developments, and public housing complexes and have developed relationships with people who operate services and programs in these areas that may use TEHCY services. Homeless and unaccompanied children and youth posters displayed in schools, community centers, community stores and laundry facilities where there is a frequent influx of low-income families and youth in high-risk situations.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|--|
| 1. | Increase Number of Students Identified for Homeless Services – not ALL eligible students are identified | Early identification is critical to ensure services are provided to students in a timely manner to avoid academic failure linked to attendance, lack of appropriate clothing, school supplies or the many other issues that accompany being homeless. Training will provide resources to staff and community partners to help remove stigmas associated with being homeless, and the understanding that being homeless does not equal failure and those students can succeed and reach their goals. Increase referrals of homeless students for services |
| 2. | Increase Parent Engagement – parents living in homeless circumstances need additional support | Reduce roadblocks for homeless students and families by providing resources, such as clothing, supplies, eyeglasses, transportation, housing vouchers as well as support from community organizations are important to helping ensure that students perform as well as non-homeless peers. Provide training and transportation for parents. |
| 3. | Increase School Day Attendance – students living in homeless circumstances sometimes miss more school than other students | Support structures that are lost in the homeless experience should be replaced as possible to help improve student attendance, learning and performance as well as expanding learning opportunities Provide transportation to school and programming |
| 4. | Improve Promotion and Graduation Rates – students living in homeless circumstances may fail to matriculate to the next grade level or drop out of school compared to other students | Homelessness often results in the loss of critical personal documents and school records. Assistance in obtaining previous school records, helping with the payment of school fees, and referrals to community agencies can help families navigate school enrollment and program placement, nutritional needs of the students, and relationships with outside service providers. |
| 5. | Improve Academic Performance – students living in homeless circumstances often require tutoring and additional time to make up assignments | Data indicates a lag in performance to non-homeless peers. Increase identification of students that may need additional academic supports such as tutoring. Students that do not have access to obtain appropriate clothing, materials, supplies and transportation are less likely to attend school on a regular basis. FWISD will monitor student attendance and academic progress by working closely with the student's school to ensure students have received support. |

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--|---|
| 1. | Director of Special Programs | 22 years of experience working with McKinney-Vento and 26 years of experience working with children in poverty and homelessness. Director is a member of the Tarrant County Homeless Coalition (TCHC) and participates in national, state and regional conferences. |
| 2. | Homeless Specialist | 14 years of experience working with homeless students and McKinney-Vento. |
| 3. | Senior Officer of Grant Development, Management and Monitoring | More than 25 years of experience in project management and more than 12 years of experience working with grant funded programs. The department works to ensure the project is compliant with all federal and state guidelines. |
| 4. | Assistant Superintendent of Special Programs | More than 20 years of experience managing educational programs including programs that service special populations of students' requirement additional supports and resources. Experience managing multiple spans of control and large budgetary authority. |
| 5. | Director, Grant Compliance and Monitoring | More than 10 years of experience directing projects requiring formative and summative assessments, creating data collection systems and methods, supervising individuals conducting educational research, supervising stakeholder surveys, focus group sessions... |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|---|----------------|--------------|
| 1. | Increase number of students identified for homeless services | 1. Communicate referral system and process | 9/1/2018 | 8/31/2019 |
| | | 2. Educate staff on referral services and process | 9/1/2018 | 8/31/2019 |
| | | 3. Use data to identify students | 9/1/2018 | 8/31/2019 |
| | | 4. Build campus staff awareness of services | 9/1/2018 | 8/31/2019 |
| | | 5. Provide services timely | 9/1/2018 | 8/31/2019 |
| 2. | Improve Parent Engagement, increase access to information/ resources | 1. Provide informational meetings with parents | 9/1/2018 | 8/31/2019 |
| | | 2. Connect families to needed resources | 9/1/2018 | 8/31/2019 |
| | | 3. Communicate regularly with parents | 9/1/2018 | 8/31/2019 |
| | | 4. Maintain access to parent portal, etc. | 9/1/2018 | 8/31/2019 |
| | | 5. Provide transportation to meetings | 9/1/2018 | 8/31/2019 |
| 3. | Improve attendance, monitoring and providing incentives | 1. Assess data for targeted students w/key staff | 9/1/2018 | 8/31/2019 |
| | | 2. Monitor early warning index for progress | 9/1/2018 | 8/31/2019 |
| | | 3. Develop recognition events obtaining goals | 9/1/2018 | 8/31/2019 |
| | | 4. Provide transportation | 9/1/2018 | 8/31/2019 |
| | | 5. Advocate for student rights to information | 9/1/2018 | 8/31/2019 |
| 4. | Improve promotion and graduation rates, review progress reports, grades, parent engagement | 1. Monitor for academic success | 9/1/2018 | 8/31/2019 |
| | | 2. Provide parents with skills to help students | 9/1/2018 | 8/31/2019 |
| | | 3. Provide parents with referrals to GED programs | 9/1/2018 | 8/31/2019 |
| | | 4. Review progress reports and report cards | 9/1/2018 | 8/31/2019 |
| | | 5. Provide service learning and access to gifted and talented programs, CTE | 9/1/2018 | 8/31/2019 |
| 5. | Improve academic performance, review homework, tutoring, & enrichment | 1. Encourage homework completion | 9/1/2018 | 8/31/2019 |
| | | 2. Identify students for tutorials | 9/1/2018 | 8/31/2019 |
| | | 3. Enroll students in tutoring and small groups | 9/1/2018 | 8/31/2019 |
| | | 4. Participate in summer programming | 9/1/2018 | 8/31/2019 |
| | | 5. Visit local universities | 9/1/2018 | 8/31/2019 |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

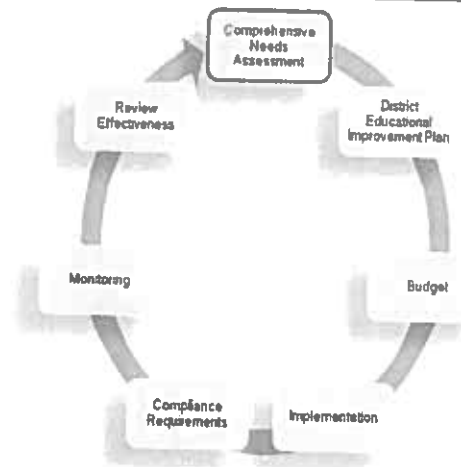
Amendment # (for amendments only)

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. By using multiple data sources to compare the data, priority needs should emerge to support informed decisions for continuous improvement and justification of decisions regarding how federal funds will be used to ensure that all students meet challenging academic and performance standards.

The steps are:

1. Review the purpose and outcomes of for conducting the Comprehensive Needs Assessment (CNA)
2. Determine which types of data will be collected and analyzed
3. Determine areas of priority and summarize needs
4. Connect the needs assessment to the department plan and review process throughout the term of the grant



Monthly grant management meetings will be facilitated by the grant development department to review student identification, academic progress, services rendered, as well as formative and summative data.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD will provide for continuation of successful and beneficial program components through the leveraging of local, state, federal, and community resources. Extensive evaluation results will aid plans to refine the program and to identify activities that showed demonstrable merit. Sustainability efforts will involve acquiring in-kind resources from active participants, building an active volunteer base, in-kind cost sharing from local funds and community organizations, coordination of multiple funding sources, and aggressive state, federal, and foundation grant development efforts.

FWISD is committed to the sustainability of gains made through TEHCY activities. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. The primary aspect of this project that will ensure sustainability of reforms is that the activities based on building capacity for *systemic* progress and growth.

The skills and knowledge gained by school leaders, teachers, and parents will be key "capital investments" that will continue paying dividends in student achievement after grant completion. In addition to the acquired skillsets, community and social service partnerships built through this project will be sustained beyond its ending date, and the work done now to build a strong parent involvement initiative will pay off indefinitely. Due to effective, efficient, and quality-centered methods of grant management, many grant projects in the FWISD have had a lasting positive impact on the District, introducing sustained and systemic change.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---------------------------|--|--|
| 1. | Student Identification | 1. | Number of students identified as Homeless (Sheltered and Non-sheltered). |
| | | 2. | Number of student referrals to Homeless Services. |
| | | 3. | Documentation of referrals and services. |
| 2. | School Attendance | 1. | Attendance rates of identified students Homeless students. |
| | | 2. | Discipline referral of Homeless students. |
| | | 3. | Documented transportation tracking for Homeless students. |
| 3. | Academic Success | 1. | Tutoring Services for Homeless Students. |
| | | 2. | Academic outcomes for Homeless Students. |
| | | 3. | Transportation for Homeless students to and from school services. |
| 4. | Professional Development | 1. | Professional development sessions for staff. |
| | | 2. | Meeting with Homeless student service providers. |
| | | 3. | Involvement in planning and implementation of services by providers. |
| 5. | Parent Engagement | 1. | Training for parents of Homeless students on services provided. |
| | | 2. | Parental feedback on services for Homeless students. |
| | | 3. | Transportation for parents to school related meeting/training. |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design includes processes for collecting data, including program-level (i.e., program activities, number of students served, etc.) and student-level (i.e., achievement results, attendance data, etc.). Quantitative data such as student demographics, participation data, and survey data are collected from district and program databases, and survey instruments. Qualitative data such as student/staff feedback and observation notes are collected via focus groups and Project Director site observations. Data are analyzed using appropriate statistical procedures to measure progress toward performance targets. The evaluation design employs a quasi-experimental design to compare academic and behavioral outcomes (e.g. test scores, classroom performance, attendance, discipline referrals) of student participants. To assess long-term impact of the program, evaluation personnel (internal and external) will collect and analyze data during each of the project years, and develop a longitudinal profile to determine cumulative program impacts on outcomes over the project period. To meet the stated objectives, evaluation of the project provides for the collection of the following data points according to the timeline listed below:

- Grades – from district files at the end of each regular semester
- Attendance – from district files at the end of each regular semester
- Disciplinary data – from district files at the end of each regular semester
- Academic Data – from district files at the end of each regular semester
- Site observations – collected as completed by project director and/evaluator, ongoing throughout program year
- Surveys – coordinated by project director/evaluator

The Evaluator and Project Director will meet quarterly to discuss timeline and any problems with project delivery so that corrective action will be planned and implemented. The plan and timeline outline the evaluation of the project and include due dates for all data and materials as well as required report dates. The plan is comprehensive and includes quarterly meetings, required data points with responsible party, survey administration dates, and any administrative tasks required to meet deadlines.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Activity Description | Estimated # to Participate | General Location and Position Responsible for Completing | Documentary Evidence and Position Responsible for Collecting Evidence | Related Need(s) (from Schedule 13) |
|--|----------------------------|--|---|---|
| Parent Workshops held quarterly to encourage participation in child's education. | 75 | Campus and shelter - district program staff | Agendas and sign-in's - and district program staff | Increase parent engagement. |
| Tutoring for identified students to develop skills, provide homework assistance, and additional academic services | 350 | Campus or Community Site - certified teachers | Attendance logs - Tutors and district program staff | Increase student academic achievement. |
| Monitor attendance of identified students | 1,785 | Campus - Campus and district staff | Attendance Records - Clerks and district program staff | Additional supports and structure to enhance learning. |
| Work closely with parents, schools, shelters and surrounding school districts to provide transportation. Provide bus passes for parents to attend school activities. | 300 | Shelter and campus - district program staff | Bus passes and additional bus routes - Director of Special Programs and FWISD Transportation Department | Increase parent engagement/ Additional supports and structure to enhance learning. |
| Enrollment assistance for identified students. Obtain school records | 150 | Shelter and campus - district program staff | Guardianship affidavits, notes, call logs - Director of Special Programs, campus and district staff | Remove enrollment barriers |
| Facilitate processing for all identified students to receive free breakfast and lunch. | 1,785 | Campus and district -level program staff | Student Residency Questionnaire -Special Programs Director and Child Nutrition Services | Additional supports and structure to enhance learning. |
| Ensure assessed fees will not prevent identified students from participation/access to school activities | 500 | Campus and district-level program staff | Interview schedule, phone log - Interventionist and school counselor | Additional supports and structure to enhance learning. |
| Academic summer camps for identified students | 100 | Campus and Interventionists at the campus, campus staff and district program staff | Attendance logs and time cards - Director of Special Programs | Increase student academic achievement. |
| Referrals of identified students/families to community resources | 300 | Shelter and campus - Director of Special Programs | Database of referrals - Special Programs data clerk | Increase parent engagement. |
| Train school staff on issues surrounding homelessness | 5,000 | Campus and Shelter - Director of Special Programs | Attendance logs and training resources - Director of Special Programs | Training for district staff and community partners to enhance advocacy, identification, services and collaboration. |

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations) | Brief Description of Collaborative Activities |
|--------|---|---|
| Ex. 1: | National Honor Society at ABC HS | Provides weekend snack packs once per week for elementary students |
| Ex. 2: | Interfaith Ministries | Provides new blankets for homeless children and provides vouchers for shoes at local stores. |
| 1. | Family Communications Department | Communication and outreach to empower families with information and academic resources. |
| 2. | Focus on Teens | Provide support and resources to teens/families experiencing homelessness. |
| 3. | Salvation Army | Ensure student school enrollment and attendance; tutoring. |
| 4. | English/Language Arts Department | Assist identified students with specific needs in reading or writing; ascertain reading levels for intervention, if needed. |
| 5. | Presbyterian Night Shelter | Ensure student school enrollment and attendance; tutoring. |
| 6. | Early Childhood Education Department | Enroll identified students free of barriers. |
| 7. | FWISD Transportation Department | Include shelter stops in established routes – first pick up, last drop off; provide school of origin transportation. |
| 8. | Grant Compliance and Monitoring | Comprehensive internal evaluation (formative/summative); data reporting/monitoring. |
| 9. | FWISD Budget Department | Review grant requirements, create budget using financial software, ensure entries align with grant focus/intent, and monitor to ensure compliance. |
| 10. | Union Gospel Mission | Ensure student school enrollment and attendance; tutoring. |
| 11. | Special Education Department | Facilitate full and individual evaluations for identified students suspected of having a disability. |
| 12. | FWISD Grants and Development Department | Provide planning and technical support to assist in the completion of grant activities; assists in coordination of regular updates for interested parties and participating groups; assists in interpretation of grant rules and procedures to ensure compliance with grant requirements and law. |
| 13. | Career and Technical Education Department | Negotiate student fees, textbooks, and provide transportation. |
| 14. | ACH Child and Family Services | Youth shelter for runaway youth; crisis counseling, referrals, connect with area schools. |
| 15. | Adolescent Pregnancy | Provide O.P.E.N. Doors Program information to students/families; referral of students. |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Early identification is critical to ensuring service provisions to avoid academic failure linked to attendance concerns or lack of appropriate clothing, school supplies or the many other issues that accompany being homeless; remove stigma associated with being homeless and the understanding that being homeless does not equal failure- students can succeed and reach future goals. Awareness, internal and community-wide, is critical to find and enroll homeless students. FWISD uses an early warning index to help find students who may be homeless. The tool was built to identify potential indicators that students may drop out including signs of homelessness. Campus staff has access to reports on a daily basis.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research suggests when parents are actively involved in their child's education, they do better in school. FWISD uses the Dr. Joyce Epstein's nationally recognized model for School, Family and Community Partnerships. The program is based on six types of involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Schools form action teams made of campus administrators, teachers, parents, business and community members. Families in the 21st Century, and especially homeless families, face countless challenges. Many of these challenges include, but are not limited to time constraints, transportation, language barriers and learning how to navigate the educational system. This partnership will go a long way to help more parent, including homeless parents, take advantage of the academic opportunities and resources available for their students' success.

Many FWISD elementary campuses hold Parent University sessions to give parents an opportunity to attend fall and spring offerings of quality parental engagement workshop. Workshops consist of getting ready for college, helping parents navigate the middle and high school years, training on the FWISD parent Portal for accessing student grades and attendance, planning for college, financial coaching, and savings incentives. Parents who are homeless will be targeted for these services and campus based family engagement specialists will assist in communicating and connecting these attendees for participation. Project funds provide transportation costs for PTA meetings, Parent University and other events/activities at the campuses.

FWISD staff will provide information to parents in homeless circumstances with support and access to high quality tutoring for their children and linkages to adult education programs throughout the community, advocacy to ensure homeless students are in the appropriate classes and grade levels, and are receiving all the services available to them, counseling for anger management, dealing with grief, peer pressure, self-esteem and goal setting. Staff will make referrals to one-on-one counseling and individual counseling as needed. Supplemental transportation will be provided so that parents and families may access services as well as awareness sessions for staff so they are reminded regularly of the sensitivity required to meet the unique needs of homeless students. Workshops will be periodically scheduled including teachers, counselors, social workers, nurses, clerks and district homeless contacts. Four times each year, we will offer parent workshops with the homeless parents involved in our program. A variety of topics are presented to encourage parents to be involved in their child's education including techniques to complete homework, story time and importance of how to access specialty education programs (Gifted and Talented, Career, and Technology). Program staff attends parent/teacher conferences if requested.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD has experienced an increase in the number of unaccompanied youth seeking help with enrollment. To ensure that unaccompanied students are not denied access to school, a Dispute Resolution Form is distributed to all FWISD schools at the start of each school year along with the process to be followed if a student is denied enrollment. FWISD Special Programs staff ensures students are not discriminated against by following up with school administrators and staff to ensure student has been placed in the appropriate classes.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD, through Title I, has set aside funds for services for homeless students since 1997. FWISD leadership understands how the benefits of additional funding affords students living in homeless situations. The Director of Special Programs and Director of Federal Programs collaborate to plan and implement Title I funds. Each year, the amount is determined and budgeted during the district budget-planning phase. A request for items and services is submitted and processed through the district's financial software. The Federal Programs Director approves and processes all transactions as well as maintained all required documentation.

| | Reservation/Set-Aside Amount | Use/Activities |
|---------------------------------|------------------------------|--|
| Actual Set-Aside for 2016–2017 | \$143,020 | FWISD Homeless Coordinator Salary, extra duty pay for teachers (tutorials), part-time clerical support, supplies and materials, student transportation |
| Planned Set-Aside for 2017–2018 | \$102,298 | FWISD Homeless Coordinator Salary, extra duty pay for teachers (tutorials), part-time clerical support, supplies and materials and technology |

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus' plan reflects strategies to support students who are struggling to perform because of any physical, emotional or social barrier. Homelessness strategies are in place to overcome those barriers caused by that condition. The process helps to improve awareness, identification and inclusion. District staff provides training to campus personnel in how to develop a high quality CIP in coordination with stakeholder input including homeless families as well as how to identify the signs of homelessness in student populations and in the community. These plans are reviewed twice a year and feedback is provided to campus leadership to improve the quality of the plans. The services in this proposal will be supplementary to the existing resources and facilities, and work with them in a complementary way, by providing expanded services to more students and their families. TEHCY staff and managers of complementary local, state and federal grant funds collaborate to ensure coordination of funding and programming that will maximize the positive impact upon the students, their families, the school and the local neighborhood.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|--|
| County-district number or vendor ID: 220905 | Amendment # (for amendments only): |
| Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| Required Policies and Procedures | Current Policy/Procedure (Indicate Yes or No) |
| School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)). | Yes |
| Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment. | Yes |
| Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth. | Yes |
| Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students. | Yes |
| Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment-pending resolution of the dispute. Do you have a Dispute Resolution Policy? | Yes |
| Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment. | Yes |
| Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend. | Yes |
| Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers. | Yes |
| Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth. | Yes |
| Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153. | Yes |
| Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc. | Yes |

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(a) Fort Worth ISD Special Programs department compiles data from a maintained database for all students enrolled at the start of the school year. This database includes self-reported (Student Residency Questionnaire) and district referred students and families. Annually, campus staff is trained to identify and refer homeless students. FWISD staff is active with agencies to bring awareness to community. Individuals can self-report at schools or district offices.

(b) The Special Programs department collaborates with counselors and teachers to determine status of students with changes in home situations during summer or holiday breaks. Liaisons also train FWISD truancy department staff and they notify Special Programs department if homelessness is suspected. In addition, counselors review students identified in the dropout indicator system (a FWISD developed database of students who rank highly in selected possible indicators for struggling students). Campus posters are displayed in schools, community centers, and laundry facilities to provide information about available services.

(c & d) District staff coordinates with local shelters and community agencies to identify school-aged residents and participates in kindergarten enrollment across the district. As part of the enrollment process, student residency questionnaires are completed and students identified as eligible to receive services. The Fort Worth ISD offers parents of 4-year-olds three convenient ways to register online for prekindergarten...

- They can register **at home**, using their phone or tablet and accessing fwisd.org/prek.
- Parents can also receive online registration assistance at **FWISD Pre-K campuses**; Electronic devices are available in the school library or office area.
- Alternatively, they can attend the **Pre-K Literacy Fair**, at Wilkerson-Greines Activity Center, 5201 C.A. Roberson Blvd. FREE books, fun activities and resources from community organizations are made available to families. Transportation for homeless families is provided.

Researchers support and TEHCY staff share that students work hard to conceal their homeless status because of the stigma associated with the term or out of fear that they may be put into foster care. TEHCY staff identifies student living in hotels, motels, with other families, in emergency shelters, domestic violence shelters and those who are completely unsheltered. Schools are critical access points to identify homeless students in need of help and connect them to a wide range of resources, both inside and outside school walls. FWISD must ensure that all school staff, not just McKinney-Vento liaisons and coordinators, receive adequate training so that they can assist in identifying and supporting homeless students. FWISD staff must gather residency information from students and families at multiple points throughout the year, not just at the beginning, and conduct regular reassessments to ensure students receive the appropriate supports.

Schools cannot do this work alone – support from outside organizations is critical. This includes nonprofits, local businesses, faith-based organizations, local government, service providers, and other community-based agencies and programs that can fill in the gaps in services and supports that schools cannot provide as well as referring students and families to schools if they believe they are homeless. Connections to these resources must be coordinated.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(a) FWISD Special Programs staff facilitates homeless training for campus staff at the start of the school year. During the homeless training, campus staff are given the definition of homeless per McKinney-Vento legislation, referral process for families experiencing homelessness, available services through the district and community agencies, enrollment procedures, dispute resolution process, and other resources. During the training, the FWISD Special Programs staff demonstrates scenarios to aid problem-solve qualification. School principals are briefed twice a year with a list of the identified students on the campus. The information also includes failing grades and the offer to provide tutoring. District program staff is also available to present at campus faculty meetings for reviewing the definition of a homeless student and the services provided and available for the students.

(b) The FWISD Special Program works closely with the community shelter to ensure services are rendered in a timely manner. Program information is offered by program staff at community agency meetings to include the definition of a student in a homeless situation and the services available through O.P.E.N. Doors program. Participation in community forums and fairs allow community members to learn the process for referring homeless students and families as well as the available services. Printed materials are available for attendees, including posters and brochures.

| School Year | Training Timeline | | |
|-------------|---|--|---|
| | Fall | Spring | Summer |
| 2018-2019 | <ul style="list-style-type: none"> Schedule and conduct training with campus staff including clerks Train counselors and student support staff Brief principals and provide list of identified student by campus Provide report of grades and tutoring options Present in faculty meetings Train community shelter staff Provide program information to community agency meetings Attend forums and fairs | <ul style="list-style-type: none"> Schedule and conduct training with campus staff Brief principals and provide list of identified student by campus Provide report of grades and tutoring options Present in faculty meetings Train community shelter staff Provide program information to community agency meetings Attend forums and fairs | <ul style="list-style-type: none"> Train summer school staff Train community shelter staff Provide program information to community agency meetings Attend forums and fairs |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure continuous improvement and efficiency during all stages of the project period intermediate evaluation measures will be discussed at the monthly grant management committee meetings. The management committee, composed of the Director, department staff, internal grants compliance analyst, project development specialist, accounting and budget staff as well as district and community stakeholders will meet to ensure a monitor the areas of district accountability including policy, program, performance, process and probity. Program evaluation in the District is coordinated through the Grants Compliance and Monitoring department. Analysts are highly trained with multiple years of experience in program assessment and evaluation. As part of progress monitoring, the timely and appropriate implementation of the project strategies and activities will be documented using: (a) sign-in sheets and district databases to track attendance at PD activities, and (b) surveys to assess the quality and intensity of the PD activities, Attendance data, survey data, and teacher observations will be summarized and reviewed by the Program Coordinator, the Project Evaluator, the Management Committee, and the Advisory Committee in monthly grant meetings to monitor progress toward program objectives and identify need for program adjustments.

Students identified using the Student Residence Questionnaire (SRQ) are forwarded to the TEHCY office for identification. Once identified, the student information is immediately uploaded to the student database and free lunch, tutoring, assistance with transportation, and other assistance is provided to the student. Once identified, three-week monitoring of grades and attendance begins. Notification is sent to the principal and counselor, who is the student advocate, so that action to address any expressed needs may be taken. A focus on tutoring is one of our primary goals to address academic concerns and reduce the dropout rate.

The district uses evidence-based interventions in core subjects in a small group setting averaging six students with a highly qualified instructor for students falling behind academically. Numerous studies emphasize that the key to knowledge growth for students who are behind in achievement lies in personalized instruction in small-group settings that allow the student to see they are successful through ongoing monitoring and feedback.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Worth ISD staff seek to reduce the number of dropouts from schools by putting in place procedures to review, monitor and implement academic support services for secondary homeless students. These same services must be offered to students identified as homeless. District and campus staff will work to identify students as homeless and connect them to these services. With additional resources from this grant program, additional staff support will ensure that campus staff will:

- Use data systems that support a realistic diagnosis of the number of students who dropout using the FWISD Early Warning System and Student Residency Questionnaire and help identify individual students at high risk of dropping out. Share this information with district staff so that individualized support plans are developed. It is probable that if a student does not reveal their homeless status they are highly likely to exhibit early warning indicators (absent from school for example) that would be identified in the early warning system.
- Assign adult advocates to students at risk of dropping out including counselors, prevention specialist and college and career coaches
- Provide academic support and enrichment to improve academic performance including tutoring, after school, summer and transition support services
- Implement programs to improve students' classroom behavior and social skills by reviewing disciplinary data and identifying corrective action and additional support (counseling, group, family services)
- Personalize the learning environment and instructional process with the new FWISD instructional model of teacher facilitated, student led learning, connections to educational pathways of interest to students for workforce development and college/career planning.

FWISD has developed an Early Warning System that calculates a real-time, constantly updated indicator of risk based on the following factors:

- **Core Course Failure Rate:** number of failed core courses
- **Student Absence Rate:** number of student days absent
- **Student Discipline Rate:** number of discipline referrals
- **At Risk Rate:** number of *At Risk* indicators (as defined by TEA) including homeless status

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E99 | Provide eye exams and prescription glasses with frames | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Ttruancy

| # | Strategies for Absenteeism/Ttruancy | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q99 | Coordinate transportation routes for identified students to school of origin in or out of school district boundaries. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| Z99 | Lack of Transportation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Collaborate with LEA's to provide out of district transportation to school of origin. | | | |
| Z99 | Enrollment for unaccompanied students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Facilitate the enrollment process. | | | |
| Z99 | Inability to pay school fees | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Facilitate fee waivers for laptop rental, JROTC, graduation, and textbooks | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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